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| Capstone Rubric |  |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Not Demonstrated**  value: 0 | **Developing**  value: 1 | **Proficient**  value: 2 | **Distinguished**  value: 3 | **Score/ Level** | | Standard 1: Teacher Knowledge and Leadership | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for developing a collaborative environment. | Demonstrates evidence of the assumption of collaborative leadership within the context of classroom and school environments. | Demonstrates evidence of full implementation of a collaborative environment including internal and external communities as indicated on the capstone checklist. |  | | Standard 2: Respectful Educational Environments | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for providing respectful, positive and productive educational environments. | Demonstrates facilitation of a respectful, positive, and productive educational environment within diverse populations. | Demonstrates evidence of sharing leadership in establishing respective, positive, and productive environments throughout multiple internal and external communities with emphasis on capstone checklist. |  | | Standard 3: Content and Curriculum Expertise | No evidence demonstrated. | Demonstrates knowledge of the subjects taught and an understanding of curriculum theory and development. | Demonstrates the implementation of knowledge and understanding of curriculum theory on the engagement of students through the development of integrated, rigorous and relevant learning activities. | Demonstrates evidence of enhanced learning cultures within internal and external communities. |  | | Standard 4: Student Learning | No evidence demonstrated. | Demonstrates knowledge and understanding of child development, adolescent development and cognitive development supported by theories of assessment and evaluation. | Demonstrates the implementation of learning activities that address child developmental needs that maximize student learning with an emphasis on critical reading, writing and thinking. | Demonstrates evidence of facilitation of enhanced student learning within the larger school context resulting from comprehensive assessment and evaluation. |  | | Standard 5: Reflection | No evidence demonstrated. | Demonstrates knowledge and understanding of systematic, critical analysis of learning through reflective practice. | Demonstrates evidence of activities that embrace critical thinking, problem solving, and innovation through reflective practice. | Demonstrates the ability to create environments that support ongoing professional development resulting from reflective practice. |  | | |

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